

Regular Board Meeting Agenda – 11:00 am
Monday, June 28th, 2021

A – Action Items

A.1 Agenda	ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3
A.2 Minutes of Regular Board Meeting held Monday, May 31 st , 2021	
A.3 June 2021 Payment of Account	
A.4 First Reading of Policy IFCI – Suicide and Threat Assessment Protocols	

I - Information Items

I.1 Superintendent’s Report – Wilco Tymensen	ENCLOSURE 4
I.2 Trustee/Committee Report	
I.2.1 ASBA Zone 6 Report – Marie Logan	
I.2.2 Facilities Meeting Report – Bruce Francis	
I.2.3 Administrator’s Meetings – Wilco Tymensen	
I.3 Associate Superintendent of Finance and Operations – Phil Johansen	
I.4 Associate Superintendent of Learner Services Report – Amber Darroch	

C-Correspondence

C.1 New Release: Investing in students to close the gap on pandemic learning	ENCLOSURE 5
C.2 Application - Courtesy Notice	

Dates to Remember

• August 23 – First day back for teachers
• August 23 -24 – Horizon Teacher Induction Program
• August 25 – Division Wide Professional Learning Day
• August 26 – School Staff Meeting (a.m.)
• August 26, 27, 30 – Professional Learning Offerings
• August 30 – Board Meeting
• August 31 – First day back for students
• September 3 – Early Learning Meeting
• September 6 – Labour Day – Stat Holiday
• September 14 – Administrator’s Meeting
• September 23 – School PD Day
• September 24 – ISP Day
• September 27 – Board Meeting

Horizon School Division

6302 – 56 Street Taber, Alberta T1G 1Z9
Phone: (403) 223-3547 1-800-215-2398 FAX: (403) 223-2999
www.horizon.ab.ca

The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, May 31st, 2021 beginning at 10:50 a.m.

TRUSTEES IN ATTENDANCE: Marie Logan, Board Chair
Bruce Francis, Board Vice-Chair
Derek Baron, Jennifer Crowson, Blair Lowry, Rick Anderson

ALSO IN ATTENDANCE:
IN PERSON Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Amber Darroch, Associate Superintendent of Learner Services

VIA ZOOM Christa Runka, Trustee
Sheila Laqua, Recording Secretary
Cole Parkinson, Taber Times

ACTION ITEMS

A.1	Moved by Blair Lowry that the Board approve the agenda with the following addition: A.9 - Vauxhall Elementary School Caretaking Contract Carried Unanimously	AGENDA APPROVED 54/21
A.2	Moved by Jennifer Crowson that the Board approve the Minutes of the Regular Board Meeting held Monday, April 26 th , 2021, as provided by Enclosure #1 of the agenda. Carried Unanimously	BOARD MEETING MINUTES APPROVED 55/21
A.3	Moved by Rick Anderson that the Board approve the May 2021 Payment of Accounts in the amount of \$7,261,018.48 as provided in Enclosure #2 of the agenda. Carried Unanimously	PAYMENT OF ACCOUNT APPROVED 56/21
A.4	Moved by Derek Baron that the Board approve the 2021-2022 3-Year Educational Plan as presented in Enclosure #3 of the agenda. Carried Unanimously	3-YEAR EDUCATIONAL PLAN APPROVED 57/21

A.5	Moved by Derek Baron that the Board approve the 2021-2022 Budget as presented Philip Johansen, Associate Superintendent of Finance and Operations. Carried Unanimously	2021-2022 BUDGET APPROVED 58/21
A.6	Moved by Rick Anderson that the Board approved the 2021-2022 IMR plan. This includes approval of all projects contingent on the Enchant roof being approved under CMR funding. Should that not be the case, the following items would be postponed: (Arden. T. Litt, Central School, Chamberlain School, Dr. Hamman School, Vauxhall Elementary School projects as well as the Enchant School computer lab projects) Carried Unanimously	2021-2022 IMR APPROVED 59/21
A.7	Moved by Derek Baron that the Board approve the recommended Board Meeting dates. (August 30 th , 2021, September 27 th , 2021, October 25 th , 2021). Carried Unanimously	BOARD MEETING DATES APPROVED 60/21
A.8	Moved by Bruce Francis that the Board approve the 2021-2022 Fee Schedule as provided in Enclosure #4 of the agenda. Carried Unanimously	2021-2022 FEE SCHEDULE APPROVED 61/21
A.9	Moved by Bruce Francis that the Board approve the Vauxhall Elementary School 2-year Caretaking Contract be awarded to Manjit Parhar. Carried Unanimously	VAUXHALL ELEMENTARY SCHOOL CARETAKING CONTRACT APPROVED 62/21

DISCUSSION ITEMS

D.1 EMPLOYEE RECOGNITION AWARDS

- 2020-2021 Employee Years of Service Awards will be delivered to school in recognition of staff who have worked in the Horizon School Division for 5, 10, 15, 20, 15, etc. years.

D.2 2021 MUNICIPAL ELECTION

- Nominations are officially open for the 2021 Municipal Election. Important documents are available on the Horizon School Division website.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

Wilco Tymensen, Superintendent shared the May 2021 report with the Board:

- See Enclosure #5 of the agenda

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Marie Logan, Zone Director, Provided the following summary of the May 2021 Zone 6 ASBA Meeting:

- **Zone 6 General Meeting**
 - An ASBA budget video was sent out in advance for everyone to watch. The presentation highlighted important areas in the ASBA budget that will be approved at the SGM.
 - The Zone 6 Audited Financial Statement was presented by Dexter Durfey.
 - Corinne Sperling gave a presentation on Land Acknowledgement.
- **Edwin Parr Evening**
 - The Edwin Parr winner for Zone 6 was Juliann Sommerfeldt from Westwind School Division. The Edwin Parr evening was a virtual event and 98 attended online. All nominees received a celebration gift box from Zone 6. The interview team commented on the great group of first year teachers.

I.2.2 Facilities Report

Bruce Francis, Facilities Committee Chair, provided the following summary points to the Board, on the work undertaken by the Maintenance Department for the month of May 2021:

- 2021-2022 IMR/CMR Preliminary Draft
- Enhanced Cleaning Practices will be reviewed for the upcoming school year
- Milk River Capital Project will be run by Alberta Infrastructure
- Vauxhall Elementary Caretaking Tender
- D.A. Ferguson/W.R. Myers deficiency walk through took place early in the month of May

I.2.3 Administrator's Meeting Report

Wilco Tymensen, Superintendent, provided the following May 2021 Administrator's meeting summary points to the Board:

- New Curriculum
 - There will be a handful of Horizon teachers piloting parts of the new curriculum
- SPHEREs
 - SPHEREs Launched to Promote Safe Physical Education Activities
In response to the need to update safety guidelines for physical activity in schools and interschool athletics, the Injury Prevention Center (ICP) and partners recently announced the launch of a new online resource entitled, "School Physical Activity, Health and Education Resource for Safety," known as SPHEREs. The website provides safe instructional practices for physical education activities, intramural sports, and daily physical activities, including those for recess or lunch breaks. Designed primarily for teachers, SPHEREs is included in Alberta Education's ECS to Grade 12 Guide to Education.

- What if...
 - Administrators were broken into groups to discuss the “what if” scenario and the outlined questions
- Hapara
 - Over the upcoming months, teachers across Horizon will engage in curating and developing content for our Horizon Library.
- Financial Literacy
 - The Government of Alberta is committed to equipping students with the financial knowledge and skills they need for success in school and life. The Minister of Education announced a call for grant proposals ([Making money matter to Alberta students](#)) of \$1,000,000 for organizations to work with schools in delivering financial literacy programming targeting Grades 7 to 12. This call for grant proposals builds on effective current financial literacy programs, including those offered by Enriched Academy and Junior Achievement.
- Credit for External Learning
 - Alberta Education has a new process to award high school credits for external learning opportunities that students take outside of school. This new process provides a more personalized, flexible approach for completing high school.
- 2022-2023 Jurisdiction Calendar Feedback
 - A Google form will be sent out to all staff, students, and parents to provide feedback until the end of June.

I.3 ASSOCIATE SUPERINTENDENT OF OPERATIONS AND FINANCE REPORT

Phil Johansen, Associate Superintendent of Operations shared the following May 2021 summary with the Board:

- 2021 – 2022 Budget
- 2021 – 2022 Fee Schedule
- Annual Insurance Application for 2021-2022

I.4 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

Amber Darroch, Associate Superintendent of Learner Services, shared the following May 2021 report with the Board:

- See Enclosure #6 in the agenda
- In anticipation of her retirement at the end of June, Andra Johnson, Supervisor of Early Learning, was recognized for her contributions to Horizon and leadership she has provided to the division Early Learning and Kindergarten programs. As well, Shea Mellow’s appointment as Principal, Central Elementary School concludes her two years as Horizon’s Instructional Coach. Shea’s direct support of teacher professional learning has certainly impacted quality teaching and optimal learning for Horizon students.

CORRESPONDENCE

No Discussion Items came forward from the Correspondence.

Moved by Derek Baron that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

63/21

COMMITTEE ITEMS

Moved by Christa Runka that the Board meet in Committee.

Carried Unanimously

COMMITTEE

64/21

Moved by Blair Lowry that the meeting adjourn.

Carried Unanimously

MEETING ADJOURNED

65/21

Marie Logan, Chair

Sheila Laqua, Executive Secretary

PAYMENT OF ACCOUNTS REPORT

Board Meeting - June 28, 2021

General	May 27/21		1482.24
General	May 31/21		1106144.93
General	June 1/21		98207.82
General	June 8/21		197274.07
U.S.	June 8/21		37844.50
General	June 15/21		404784.79
General	June 22/21		1,396,244.39
U.S.	June 22/21		58.80
"A" Payroll	June 2021	Teachers	1,921,707.23
		Support	565,171.41
"B" Payroll	May 2021	Casual	20,148.92
		Subs	45,118.44
Total Accounts			5,794,187.54
Board Chair _____			
PJ:dd			
June 22, 2021			

Horizon School Division May 2021 U.S. Accounts

	U.S. Funds	Canadian Funds
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Savvas Learning Company Ltd.		
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	1204.78	
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		1482.24
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Total U.S. Accounts		
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	1204.78	
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		1482.24
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KO:dd

May 27, 2021

Horizon School Division June 2021 U.S. Accounts
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	U.S. Funds	Canadian Funds
Formative	30818.00	37844.50
Total U.S. Accounts	30818.00	37844.50

KO:dd
June 8, 2021

Horizon School Division June 2021 U.S. Accounts
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	U.S. Funds	Canadian Funds
Curriculum Associates	46.75	58.80
Total U.S. Accounts	46.75	58.80

KO:dd
June 22, 2021

HORIZON SCHOOL DIVISION

Policy Code: IFCI
Policy Title: Suicide and Threat Assessment Protocols

POLICY HANDBOOK

Cross Reference: EBCE, IFCH, IFGA, IG, IGAA, IGD, IHF, Emergency

Preparedness

Procedures

Legal Reference: Criminal Code, Sec. 25

Adoption Date: June 19, 2003

Amendment or Re- December 8, 2005

affirmation Date: February 27, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO CREATING AND MAINTAINING AN ENVIRONMENT IN SCHOOLS WHERE STUDENTS, STAFF, PARENTS, AND VISITORS FEEL SAFE. TO THIS END, THE BOARD SHALL ESTABLISH A PROTOCOL FOR RESPONDING TO WEAPONS ON SCHOOL PROPERTY, THREATS, AND HIGH-RISK BEHAVIOURS.

DEFINITIONS

High-risk behaviors include, but are not limited to, possession of weapons, bomb threats, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled. High-risk behaviors are those of students twelve years of age and older who are believed to have contravened Section 264.1 (1) of the Criminal Code of Canada which states that a student “who in any manner, knowingly utters, conveys, or causes any person to receive a threat ... to cause death or bodily harm” has committed an offense.

Immediate risk situations are those situations involving high-risk that require immediate police intervention, such as when a student is making a threat and is in possession of a weapon.

Threat Assessment Team (TAT) is composed of the Threat Assessment Team Leader (TATL), Clinical Team Leader, the principal, a police officer, Family-School Liaison Counsellor, and may also include the Classroom Support Teacher when involving a student with special needs. A larger TAT may be used in very serious cases and this team is expanded to include physicians, psychologists or psychiatrists, child welfare workers, mental health professionals, or criminal profilers.

Violence is harassing behavior that has as an element, the use, attempted use, or threatened use of physical force or substantial risk that physical force may be used against a person or property of another.

Violent Threat Risk Assessment A multidisciplinary team works together to make an actual determination of current risk of harm to self and others and plan a comprehensive data-driven intervention based on the case-specific data. The VTRA model is separate from any criminal investigation, which may run parallel to this protocol if needed.

Worrisome behaviors are those that cause concern for members of the school system that may indicate that a student is moving toward a greater risk of violent behavior. This may include

drawing pictures, writing stories, or making vague statements that do not, of themselves, constitute “uttering threats” as defined by law but are causing concern for some members of the school community because of their violent content.

Policy IFCI – Threat Assessment Protocol, Cont’d.

GUIDELINES

1. For detailed information about specific types of critical incidents and the threat assessment protocol, refer to the red Emergency Preparedness Procedures duotang and the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.
 2. Formal training and maintained certification in the Violence and Threat Assessment Protocol is required for the Clinical Team Leader and school principals.
 3. Formal training and maintained certification in the Suicide Risk Assessment Protocol is required for those authorized to conduct the Suicide Risk Assessment.
- 3.4. Annual reminders of this policy shall be shared with all staff.

REGULATIONS

1. Students, staff, and other individuals (except Police Officers) are forbidden to use, possess, sell, or distribute a weapon or objects which are intended to or may be used to inflict or harm others, on school property, school buses, or at school-sponsored activities.
 - 1.1. The Principal may, under exceptional circumstances, permit disabled weapons to be brought into school for instructional purposes and the superintendent should be informed of such practices.
2. Reporting
 - 2.1. Any person having knowledge of high risk behavior or having reasonable grounds to believe there is a potential for high risk behavior shall immediately report the information to the school principal and/or designate.
 - 2.2. The school administrator must then contact the Clinical Team Leader to discuss the nature of the threat.
 - 2.3. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
 - 2.4. In cases where a report is made maliciously, the person shall be dealt with according to school division policy and the law, where applicable.
3. Fair Notice
 - 3.1. Prior to any threat assessment protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and

Policy IFCI – Threat Assessment Protocol, Cont’d.

procedures so that “fair notice” is given that threat behavior will not be tolerated.

3.1.1. The “fair notice” letter and pamphlet should be sent out by school to all families annually at the start of the year and provided to students new to the jurisdiction who register throughout the year (see attachment A).

3.2. The Threat Assessment Team Leader (Clinical Team Leader) shall take the lead to ensure that students, staff, and parents are aware of the protocol and that a consistent message is given regarding the use of the protocol.

4. Duty to Respond

4.1. Schools shall respond to all high risk/threat related behaviors

4.1.1. All high-risk behaviors shall be taken seriously and assessed accordingly.

5. Immediate Risk Procedures

5.1. The school principal or designate shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lock down).

5.1.1. Staff attempting to remove weapons or taking action against a person possessing a weapon shall exercise due care for their safety as well as the safety of others.

5.1.2. Any weapons confiscated shall be disposed of forthwith as follows:

5.1.2.1. Weapons taken from students or other individuals shall be immediately turned over to the Principal.

5.1.2.2. The Principal is advised to contact the police with respect to the disposition of seized knives, guns, or other weapons.

5.1.2.3. Possession of a weapon may, depending on specific circumstances, be grounds for suspension and/or expulsion.

5.1.3. The student exhibiting the behavior shall be escorted to a safe, supervised area. When this is not possible, the safety of others (staff and students) shall be ensured.

5.2. School principal shall notify the TAT leader (Clinical Team Leader), as soon as possible, following initial police contact.

5.2.1. When the student poses imminent risk (i.e. they have a weapon or are physically acting out in a manner that jeopardizes immediate safety in the school) the police shall be responsible to determine, in consultation with the TAT leader, whether to arrest and charge the student under the Criminal Code/Youth Criminal Justice Act or to transport to the Threat Assessment Team Physician for evaluation under the Mental Health Act.

Policy IFCI – Threat Assessment Protocol, Cont’d.

The Threat Assessment Team Child Welfare Worker shall be called where the Child Welfare Act may be utilized to obtain a secure treatment order.

- 5.3. The Clinical Team Leader shall keep the Superintendent or designate updated regarding immediate risk incidents.

6. Moderate Risk Behaviour

- 6.1. The TAT leader and the police, if involved, shall determine a course of action.

- 6.1.1. If there does not appear to be imminent risk the TAT leader shall proceed with an initial risk assessment.
- 6.1.2. If the student is assessed as imminent risk the police shall become involved and action shall proceed as in (5).
- 6.1.3. If the TAT leader assesses the student as moderate risk arrangements shall be made for a comprehensive mental health evaluation by a psychiatrist.
- 6.1.4. To ensure a safe and caring environment for students and staff, the TAT leader, in consultation with the administrator, parents and others as appropriate shall develop a short term plan that may include suspension of the student from school until the mental health evaluation is completed.
 - 6.1.4.1. Results of the mental health evaluation shall need to be released by the parents to the school prior to the student returning.
 - 6.1.4.2. Prior to a return to school the TATL, in consultation with the administrator, parents, and appropriate others shall determine further interventions, if necessary.
 - 6.1.4.3. Conditions for re-admission to school shall be formalized in an intervention plan and that shall be signed by the student, parents, and appropriate school division representatives.
 - 6.1.4.4. At least one follow-up meeting shall be held subsequent to a VTRA having been completed.

7. High Risk Behaviors

- 7.1. Upon receiving a report of high-risk behavior, the principal or designate shall initiate the protocol for the response of the TAT composed of the principal, clinical team leader, and police in order to assess the high-risk behavior.
 - 7.1.1. The Clinical Team Leader shall keep the Superintendent or designate updated regarding high-risk incidents.
- 7.2. In cases where it is believed a Criminal Code violation has occurred, the police officer assigned to the Threat Assessment Team has the “first call” as to whether or not charges will be laid.

Policy IFCI – Threat Assessment Protocol, Cont’d.

- 7.3. If the police choose not to lay initial charges, the TAT shall continue to conduct a risk assessment and determine follow-up recommendations.
- 7.4. Although there is ongoing collaboration among TAT members, each team member has his/her own “jurisdiction”.
- 7.5. The school principal shall notify the parent(s) of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made.
 - 7.5.1. Parents shall be kept informed of the assessment process.
- 7.6. When information suggests that a student who has displayed high-risk behavior poses a threat, other members of the larger TAT may become involved in the comprehensive assessment phase.
- 7.7. In order to protect others and/or the threat maker, students may be suspended from school by the principal during the assessment period (a suspension may create the necessary context for the high-risk student who is already struggling with suicidal or homicidal ideation. . . . When a suspension occurs a key question beyond “when to suspend” is “where to suspend” . . . The isolation and disconnection felt by high-risk students during a suspension may be exacerbated if steps are not taken to keep the student connected to healthy supports).
- 7.8. The TAT (Clinical Team Leader) shall guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school where a suspension has occurred.
- 7.9. If circumstances warrant and following the completion of necessary assessments, team members may work with the student and their parent(s) to develop a signed agreement to remain in or return to school.

8. Duty to Victims and Others

- 8.1. The TAT leader (Clinical Team Leader) shall ensure that appropriate support is provided to those against whom threats have been made.
- 8.2. Parents shall be informed immediately when their children are involved in more serious incidences such as physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property or during a school sponsored activity.
- 8.3. The principal may notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high-risk behavior.

Policy IFCI – Threat Assessment Protocol, Cont’d.

8.4. The principal (Clinical Team Leader) shall notify the Horizon School Division Transportation Coordinator if activation of the protocol effects transportation of students (eg. Management of students, restrictions pertaining to students or transported articles such as backpacks).

9. Students Requiring Special Consideration

9.1. When dealing with students under twelve years of age, students with special needs, or other exceptional students, accountability/maturation issues and cognitive abilities shall be taken into consideration.

9.2. Since these students can still pose a risk, the TAT leader (Clinical Team Leader) shall be consulted.

9.3. The school principal and the TAT leader (Clinical Team Leader) shall determine police involvement. (some of these students may benefit from police involvement as a way to provide a “teaching moment” for the child).

10. Worrisome Behaviors

10.1. The school shall communicate all worrisome behaviors (e.g. generalized threats with no specific target) to the TAT leader (Clinical Team Leader) for consultation.

10.2. The school principal shall consult with the TAT leader (Clinical Team Leader) and other appropriate staff as to whether or not a threat assessment needs to be conducted.

10.3. The police may be consulted but it is generally not done as a formal complaint.

11. Threat Assessment Incident Report

11.1. The TAT leader (Clinical Team Leader) shall be responsible for completing a Threat Assessment Incident Report (see attachment B).

11.2. One copy shall remain in the Clinical Team Leader’s records. A second copy shall remain in the administrator’s Threat Assessment file at the school.

11.3. Threat Incident Reports shall be destroyed on the date indicated in the report.

12. Discipline

12.1. Incidences involving physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property, school bus, or during a school sponsored activity may result in either:

Policy IFCI – Threat Assessment Protocol, Cont’d.

12.1.1. suspension of the student(s) from one (1) to five (5) days; or

12.1.2. making a recommendation to the Board for expulsion of the student(s) engaged in the violent incident.

12.2. Prior to re-admittance to school following a suspension or expulsion resulting from an incidence involving physical attacks, fighting or the use of a weapon by a student or a group of students while on school division property, school bus, or during a school sponsored activity, the principal shall communicate and enforce conditions for re-admittance such as:

12.2.1. Positive behavior support plan,

12.2.2. counselling, or

12.2.3. any other conditions consistent with the circumstances and nature of the violent act(s).

13. Suicide Risk Assessments

13.1 If any Horizon School Division employee is made aware of a student making suicidal ideation statements they must immediately disclose this information to the Family School Liaison Counsellor or Child and Youth Care Worker.

13.1.1 If the FSLC or a CYC is not available, the employee must contact the Clinical Team Leader CTL).

13.1.2 At the discretion of the Clinical Team Leader, a Wellness Coach may be asked to complete the assessment.

13.2 All Family School Liaison Counsellors, Child and Youth Care Workers, and Wellness Coaches must be trained to conduct Suicide Risk Assessments.

13.2.1 For junior/senior high students, the Adult Suicide Risk Assessment should be used.

13.2.2 For younger children, the Child’s Suicide Risk Assessment should be used.

13.2.3 If a Family School Liaison Counsellor/Child and Youth Care Worker is not certified in Suicide Intervention and suspects that a student is suicidal, a preliminary assessment of suicide risk should be completed.

13.2.3.1 This may involve asking the questions and evaluating if there is a need for peer support to facilitate a Suicide Risk Assessment, consulting with the Clinical Team Leader, and properly documenting the initial assessment/consultations.

Policy IFCI – Threat Assessment Protocol, Cont’d.

13.3 Consultation with the CTL shall follow after every Suicide Risk Assessment, regardless of level of risk, to inform the CTL an assessment has been completed and inquire about additional recommendations.

13.4 The Family School Liaison Counsellor or Child and Youth Care Worker shall communicate as needed upon completing the assessment.

13.4.1 Parents/Guardians shall be contacted, informed that a formal Suicide Risk Assessment has been completed, and provided with recommendations.

13.4.1.1 Parents/Guardians shall not be notified in the case of independent students.

13.4.1.2 If the Family School Liaison Counsellor/Child and Youth Care Worker is unable to contact the parents/guardians, a consultation with the CTL is necessary to determine how to proceed.

13.4.2 The FSLC in consultation with the Clinical Team Leader will make referrals to outside agencies as needed, including hospital emergency, medical clinic, AHS Addiction and Mental Health, or psychiatrist.

13.4.3 Principals shall be informed that a formal Suicide Risk Assessment occurred when the harm to self is considered mid/high risk.

13.5 The Family School Liaison Counsellor or Child and Youth Care Worker shall document and file the assessment.

13.6 The Family School Liaison Counsellor or Child and Youth Care Worker will follow up with the student following any referrals to ensure the appropriate supports are in place.

~~13.1. If a Family School Liaison Counselor/Child and Youth Care Worker suspects a student is suicidal:~~

~~13.1.1. All Family School Liaison Counselor/Child and Youth Care Worker should be trained to conduct an Initial Suicide Assessment.~~

~~13.1.2. If a Family School Liaison Counselor/Child and Youth Care Worker is certified in Suicide Intervention and suspects that a student is suicidal, a Suicide Risk Assessment should be completed.~~

~~13.1.2.1. For junior/senior high students, the Adult Suicide Risk Assessment should be used.~~

~~13.1.2.2. For younger children, the Child’s Suicide Risk Assessment should be used.~~

~~13.1.3. If a Family School Liaison Counselor/Child and Youth Care Worker is not certified in Suicide Intervention and suspects that a student is suicidal, an Initial Suicide Assessment should be completed.~~

Policy IFCI – Threat Assessment Protocol, Cont’d.

~~13.1.3.1. This may involve asking the questions and evaluating if there is a need for peer support to facilitate a Suicide Risk Assessment, consulting with the Clinical Team Leader, and properly documenting the initial assessment/consultations.~~

~~13.2. The Family School Liaison Counselor/Child and Youth Care Worker shall consult with the Clinical Team Leader (CTL):~~

~~13.2.1. Consultation with the CTL should follow after every Suicide Risk Assessment regardless of level of risk, to inform the CTL an assessment has been completed and inquire about additional recommendations.~~

~~13.3. The Family School Liaison Counselor/Child and Youth Care Worker shall contact parents/guardians:~~

~~13.3.1. Parents/Guardians shall be contacted, informed that a formal Suicide Risk Assessment has been completed and provided with recommendations.~~

~~13.3.1.1. Principals shall be informed that a formal Suicide Risk Assessment occurred when the harm to self is considered mid/high risk.~~

~~13.3.2. If Family School Liaison Counselor/Child and Youth Care Worker is unable to contact the parents/guardians, a consultation with the CTL is necessary to determine how to proceed.~~

~~The Family School Liaison Counselor/Child and Youth Care Worker shall document and file the assessment:~~

Policy IFCI – Threat Assessment Protocol, Cont’d.

Attachment_A

Fair_Notice_Letter

VTRA_Parent_Notification_Letter

Date:

Dear_Parent/Guardian:

Horizon_School_Division_is_committed_to_providing_safe_learning_environments_for_all students,_staff,_school_visitors_and_community_members.

When_students’_behaviours_pose_a_potential_threat_to_safety_or_serious_harm,_the Southwest_Alberta_Regional_Violence_Risk_Threat_Assessment_(VTRA)_Protocol_helps Principals_take_steps_to_protect_students’_well-being._The_protocol_helps_schools_respond quickly_to_worrisome_behaviours_and/or_threatening_incidents_such_as:_possession_of_a weapon_or_a_replica_weapon,_bomb_threats_or_plans,_verbal,_written_or_electronic (internet,_text)_threats_to_kill_or_injure_oneself_or_others_or_other_threats_of_violence,_fire setting.

The_Southwest_Alberta_Regional_VTRA_Protocol_outlines_how_a_school_responds immediately_to_threatening_behaviour._The_purpose_of_the_VTRA_protocol_is_to_support students_and_their_families_in_addressing_these_worrisome_behaviours._We_believe_that students_demonstrating_such_behaviours_require_a_team_to_support_them._Principals_may first_bring_together_a_School_Threat_Assessment_Team,_which_ideally_includes_the Principal/Vice-Principal,_a_school-based_clinician/jurisdictional_lead,_and_police._If_the situation_is_serious,_the_Principal_may_also_consult_with_the_Superintendent_of_Schools, and_call_in_members_of_the_Community_Threat_Assessment_Team._This_community_team may_include_representatives_of_community_agencies_who_work_with_us_to_keep_our schools_safer_such_as_local_police,_children’s_mental_health_organizations_or_Human Services._Parents_and_guardians_will_be_notified_as_soon_as_possible_in_the_Stage_I-VTRA process._If_parents/guardians_cannot_be_reached,_or_if_they_choose_not_to_provide_consent, but_a_concern_for_safety_still_exists_due_to_threatening_behaviour,_the_threat_assessment may_still_proceed._Personal_information_shared_throughout_this_process_will_respect_and balance_each_individual’s_right_to_privacy_with_the_need_to_ensure_the_safety_of_all.

As_always,_student_safety_is_our_first_priority._If_you_have_any_questions_regarding Horizon_School_Division,_Southwest_Alberta_Regional_VTRA_Protocol,_please_contact Angela_Miller_at_403-634-9767_or_angela.miller@horizon.ab.ca

Sincerely,

School_Administrator’s_Name
School_Name

Superintendents Progress Report

June, 2021

Educational Leadership and Student Welfare

- Meetings and dialogue between schools and division office are ongoing. Conversations/topics typically focus on processes that ensure student safety, well-being, and conduct; financial management; and instructional leadership.
- As the president-elect of the College of Alberta School Superintendents, there are ongoing dialogue with other partner groups. Meetings typically involve provincial education perspectives, discussions. There is also normally a four partners meeting (Association of School Business Officials of Alberta (ASBOA), Alberta School Council Association (ASCA), Alberta School Board Association (ASBA), and College of Alberta School Superintendents(CASS)) and monthly Canadian Association of School System Administrators (CASSA) which includes representation from all Canadian provinces and territories.
- Meeting with the Taber Police Service to welcome our new School Resource Officer and discuss division practices. A formal welcome to constable Juanita Fudge who will be assuming the role at the start of the 2021-22 school year.
- Attended a number of graduation ceremonies including WR Myers, Vauxhall High School, ACE Place, and Lomond Schools.

Personnel Management

- Visited retirees at Central School, Barnwell School, DA Ferguson School, LT Westlake School and thanked individuals for their years of service, previous school visits included Milk River Elementary
- Attended Alberta Education Teacher Employer Bargaining Association (TEBA) meeting

Policy and Strategic Planning and Reporting

- Planning for implementation of the new assurance framework is ongoing. Schools posting their education plans on their websites.
- Policy meeting re: IFCI Threat Assessment Policy

Fiscal Responsibility, Organizational Leadership and Management

- Work towards planning the 2021-22 school year is ongoing. Meetings related to budgeting and human services are ongoing.
- Proceeding with transportation communication with parents given the Board's position to return to providing transportation to children under 2.4km.
- Met with school administration to discuss 907/1200 templates

Communications and Community Relations

- A number of meetings were attended, either in person or virtually, over the last month. Larger meetings have been virtual to comply with COVID restrictions. These include but are not limited to
 - Senior Administrative Leadership Team (SALT) meeting
 - Administrator meeting
 - Division Office staff meeting
 - Public School Board Associations of Alberta conference
 - Alberta School Board Association conference
 - Career Transitions Annual General Meeting
 - College of Alberta School Superintendent strategic planning

From: <alberta.news@gov.ab.ca>

Date: Fri, May 28, 2021 at 11:34 AM

Subject: News Release: Investing in students to close the gap on pandemic learning loss

Investing in students to close the gap on pandemic learning loss

May 28, 2021 [Media inquiries](#)

Alberta's government is providing up to \$45 million in new funding to jump-start targeted supports for students who require extra help with literacy and numeracy after two school years of pandemic-impacted learning.

The targeted programming is based on feedback from superintendents from school divisions throughout the province on how to best support early learners.

Early research indicates literacy and numeracy are two key areas where some younger children are experiencing challenges as a result of the pandemic. Research also indicates that early intervention with struggling readers can help students catch up to grade level. Without intervention, those students could continue to struggle with reading throughout their school lives.

"We know that literacy and numeracy are critical for young students, and getting timely help at the start of the upcoming school year will ensure that all students are set up for future learning success. Alberta has worked hard to keep schools open through most of the pandemic, but we know that many children have still been set back in their learning. Today's announcement reflects our real commitment to address that."

Jason Kenney, Premier

"We know the COVID-19 crisis has created an unprecedented need among younger students and schools that intervene quickly are able to help struggling students catch up to grade level. And we recognize that literacy and numeracy are essential and the building blocks for future learning. This investment is to ensure that students who have experienced learning loss get the timely help they need so that no student is left behind."

Adriana LaGrange, Minister of Education

School authorities will have flexibility to design programming to best meet local needs by offering small group sessions for up to 16 weeks for students in Grades 1 to 3 who are assessed as needing additional support.

"Additional funding to target foundational skills is welcomed and timely news as jurisdictions are planning to address learning supports arising from the pandemic."

Bevan Daverne, president, College of Alberta School Superintendents

“This is welcome news. This new funding will support the hiring of additional teachers and make a difference for our young learners, many of whom faced interruptions to learning over the past year. At the beginning of the next school year, we will prioritize work to determine where students are in their learning and identify the next steps to best address student needs. This funding supports the plans we have in place and allows us to provide additional targeted literacy and math supports for students in those schools most impacted by the disruption of learning this year.”

Marilyn Dennis, board chair, Calgary Board of Education

“We are grateful for Alberta Education’s recent investment in our Grade 1 to 3 students. We know that some students are experiencing disruptions to their learning as well as delays in literacy and numeracy because of COVID-19. The \$45 million in new funding will help Calgary Catholic, and other districts across the province, provide additional and targeted literacy and numeracy supports for these students in the fall.”

Mary Martin, board chair, Calgary Catholic School Division

“Our board is grateful for this new funding targeted to support the early learning needs of students next year. COVID has truly hindered the learning of our children. We feel that this announced support, to close the learning gap, will make a real difference in the futures of our students.”

John Lehnert, board chair, Grande Prairie Public School Division

“I appreciate the government’s investment in this important initiative to ensure student learning is prioritized coming out of the pandemic.”

Holly Bilton, board chair, Chinook’s Edge School Division

In March, a [voluntary program](#) for schools was launched to assess the impact of the pandemic. It focuses on reading deficits among early learners.

An [expert panel](#) is also engaging with Albertans on the impacts of the pandemic on school-aged children.

In addition, Alberta is committed to renewing the kindergarten to Grade 12 (K-12) curriculum with a focus on literacy and numeracy. The draft K-6 curriculum emphasizes literacy and numeracy across all grades to give students a strong base of essential knowledge for the future.

Quick facts

- Research on reading levels by George Georgiou (professor in the Department of Educational Psychology at the University of Alberta) found that, in fall 2020, some students in Grades 1 to 3 were reading about eight to 12 months behind grade level.

- Schools that intervened quickly with struggling readers were able to help about 80 per cent of those students catch up to grade level.
- Previous research indicates that if reading difficulties are not addressed by the end of Grade 3, 75 per cent of those students could continue to struggle with reading throughout their school lives.
- Based on modelling and input from school authorities, it is anticipated that approximately an additional 15 per cent of students in Grades 1 to 3 will need literacy and numeracy support next school year, directly due to COVID-related learning disruptions.
- This is around twice as many students requiring intensive support than school authorities would expect in a typical year.
 - It is also anticipated that, even among students who would experience literacy and numeracy challenges regardless of COVID-19, the degree of deficit may be greater and will require more interventions.
- Funding will be available to school authorities through an application process to Alberta Education that identifies the number of eligible students based on teacher assessments.
 - Additional information on the application process will be available to school authorities in the coming weeks.
 - Students will be assessed after the completion of the up to 16-week program to measure improvements in literacy and numeracy.
- While it will not be known for certain until assessments take place in September and applications are received, up to 50,000 students may benefit from this additional programming.

Related news

- [Literacy program to address COVID-19 learning loss](#) (Mar. 12, 2021)

Multimedia

- [Watch the news conference](#)
- [View the event photos](#) (*will be available after the event*)

June 3, 2021

To: Landowner or Resident

**Re: Application LA21027 – Courtesy Notice
First Fruit Farms Inc.
SE 15-15-19 W4M**

The Natural Resources Conservation Board (NRCB) has received an application from First Fruit Farms Inc. to expand a confined feeding operation at SE 15-15-19 W4M. The application is to construct a poultry barn for 60,000 chicken broilers and permit previously construct feedlot pens. The final capacity of the CFO following construction would be for 2,000 beef finishers and 60,000 chicken broilers.

This letter is being sent to all parties that own or reside on land within 1.5 miles of the proposed expansion. Under the *Agricultural Operation Practices Act* (AOPA), parties that are considered affected are entitled to receive notice of the application. The location of your land or residence is within the “affected party” distance from the proposed expansion, as set out by the act.

Under AOPA, the NRCB is responsible for regulating confined feeding operations (CFOs) in Alberta. The NRCB will conduct a detailed technical review of the application to ensure it meets the requirements of the act and regulations. The enclosed fact sheet provides information about how applications are reviewed.

The application states that the operation is grandfathered under AOPA, and that it was operating as a confined feeding operation as of January 1, 2002 with 2,000 beef finishers. This claim will be assessed as part of the review of the application.

If the approval officer issues a permit, First Fruit Farms Inc. will be required to comply with the permit's terms and conditions.

The application is available for viewing on the NRCB website at www.nrcb.ca under Confined Feeding Operations / Applications & Decisions / Notice of Applications. Until further notice, the application will **not** be available for viewing at the Lethbridge office of the NRCB as this office is closed to the public due to the COVID-19 pandemic. **The official notices of the application will be published in the June 9, 2021 Vulcan Advocate and the June 10, 2021 issue of the Vauxhall Advance.**

If you would like to submit a statement that expresses your concern or support for the application and its claim of grandfathered status under AOPA, please send it by email to joe.sonnenberg@nrcb.ca. Your statement must be received in writing by email) on or before July 9, 2021. Your statement must include:

- your name
- the legal land description of your residence and/or landholdings
- your contact information (mailing address, phone number, and email address)
- an explanation of how you would be directly affected by the proposed development (see enclosed fact sheet), and
- an explanation of your support or concern (including any supporting documents).

Please be aware that your statement is a public document. A copy will be given to the applicant. If your statement includes concerns that do not fall under the authority of the NRCB, it may be forwarded to other agencies.

If you have any questions or concerns please contact me at 403-381-5822 or by email at joe.sonnenberg@nrcb.ca.

Yours truly,

A handwritten signature in blue ink, appearing to read "Joe Sonnenberg". The signature is fluid and cursive, with a prominent initial "J" and "S".

Joe Sonnenberg
Approval Officer

Encl.



The Permitting Process for Confined Feeding Operations in Alberta

Fact Sheet

Confined feeding operations and AOPA

- Confined feeding operations (CFOs) include feedlots, dairies, hog, poultry, and mixed livestock operations, or species such as sheep, goat, or bison. They may be family-run operations or large commercial enterprises.
- The NRCB is responsible for regulating CFOs under the *Agricultural Operation Practices Act (AOPA)*. The act is the responsibility of Agriculture and Forestry.
- CFOs need an AOPA permit if they have more than the minimum number of animals outlined in the regulations. (Cow/calf and livestock grazing operations are not CFOs and do not need an AOPA permit.) Manure storage facilities need an AOPA permit if they store more than 500 tonnes of manure.
- AOPA sets out technical standards and regulations to protect groundwater and surface water, and to reduce the impact of the operation on neighbours.
- Constructing a CFO without obtaining the required permit is a serious offence.
- In order to obtain a permit under AOPA, applicants must meet the technical standards and other requirements set out by the act. CFOs must operate in compliance with the act and any conditions on their permit.
- CFOs must also comply with any other legislation that has authority over the operation—for example, the *Health Act*, the *Water Act*, the *Environmental Protection and Enhancement Act*, the *Livestock Diseases Act*, and the *Transportation Act*, among others.

AOPA permits

- Three kinds of permits are issued under AOPA:
 - > An **approval** is required to construct or expand a large confined feeding operation.
 - > A **registration** is required to construct or expand a smaller confined feeding operation.
 - > An **authorization** is required to construct, expand, or modify a manure storage or collection facility when there is no increase in livestock numbers.

How applications are reviewed

- NRCB approval officers review each application to ensure it meets the requirements of AOPA. Approval officers also send a copy of the application to the municipal district or county and to other regulatory authorities that could be involved with the operation, such as Environment and Parks.
- Approval officers cannot approve an application unless it meets the requirements of AOPA, including consistency with the land use planning provisions of the local municipal development plan.
- Approval officers also assess the risks the proposed and existing facilities pose to groundwater and surface water. If a permit is issued, the approval officer can include specific conditions to manage any risks that have been identified.

Public involvement

- Notification of **approval** and **registration** applications:
 - > The NRCB publishes a public notice in the local newspaper when it receives a complete application for an approval or a registration type of permit.
 - > The notice invites public response and states where and how to provide a statement of concern or support. The public has 20 working days to submit their response.
 - > The NRCB also sends courtesy letters to persons who own land or reside within the affected party radius of the proposed development, when contact information is provided by the municipality. The affected party radius is set out in AOPA. It is determined by the size of the operation and the type of livestock.
 - > All approval and registration permit applications, as well as the public notice, are also posted on the NRCB website until the statement of concern deadline.
- The NRCB does **not** publish notices about **authorization** applications. AOPA requires only the municipal district or county, and any other regulatory authority that could be involved with the operation, to be notified of the application.
- All approval officer decisions and accompanying documents are publicly available on the NRCB website.

The Permitting Process for Confined Feeding Operations in Alberta

Statements of concern

- Any party may submit a statement of concern or support in response to the public notice about an application.
- The approval officer will consider the statement as part of their review of the application if:
 - > it is submitted by a directly affected party, and
 - > it is received within the deadline stated in the official public notice.
- Statements must be submitted in writing, by fax, email, or mail.
- If the statement of concern raises an issue that falls under AOPA, the approval officer will address the issue in their decision.
- Every party that submits a statement is sent a copy of the approval officer's decision.

Directly affected parties

- Directly affected party status means that:
 - > The approval officer must consider issues in the party's statement of concern that apply to AOPA.
 - > The party may request an NRCB board review of the approval officer's decision.
- A directly affected party is a party that meets all of the following criteria:
 - > they reside within the affected party radius
 - > they provide a statement of concern or support in response to the public notice, and
 - > their statement is received within the deadline stated in the public notice for statements of concern.
- In addition, neighbours who sign a minimum distance separation waiver, when it is required for the application, have directly affected party status.
- A party that lives outside the affected party radius and submits a statement of concern must demonstrate why the application will affect them or their property. If the approval officer determines that they do not qualify for directly affected party status, their statement of concern will not be considered. To be considered for directly affected party status, their statement of concern should demonstrate that:
 - > There is a plausible chain of causality between the proposed project and the effect asserted,
 - > The effect would probably occur,
 - > The effect could reasonably be expected to impact the party,

- > The effect would not be trivial, and
 - > The effect falls within the NRCB's regulatory mandate under AOPA.
- Parties that are denied directly affected party status have the right to appeal the approval officer's decision on their status to the board of the NRCB.

Waivers

- AOPA sets out the minimum distance that a confined feeding operation must be set back from a neighbouring residence. The distance depends on the size and type of the operation. In some cases, the operator may ask a neighbour to sign a minimum distance separation waiver that would allow the operator to build more closely to the neighbour's residence than the act requires. For information on waivers, please refer to the [minimum distance separation waiver fact sheet](#) at cfo.nrcb.ca.

Grandfathered operations

- AOPA grandfathers CFOs that existed on January 1, 2002. If the operation's livestock capacity was more than the threshold for a registration, the operation is considered to have a "deemed" AOPA permit.
- Grandfathered operations are not required to retrofit facilities built before 2002 to AOPA standards. However, they are not allowed to create a risk to the environment, and must address any risks that are identified.
- When these operations build new structures, renovate or expand existing structures, or increase their livestock, they must apply for and obtain a permit from the NRCB.

Contact

- For more information, please contact an approval officer at the NRCB office nearest you:

NRCB field offices:

Morinville	780-939-1212
Red Deer	403-340-5241
Lethbridge	403-381-5166

Dial 310-0000 to be connected toll free.

Fact sheets and other NRCB publications are available at www.nrcb.ca.

Updated December 19, 2017
Office contacts updated February 12, 2018